DOCUMENT RESUME

ED 233 018 SP 022 891

AUTHOR Kirui, Paul K. tin Kipngetich
TITLE A Study of the Factors That Influence the Increasing Repetition and Dropout Rates in Primary Schools in Nandi District of Kenya. African Studies in Curriculum Development & Evaluation. No. 67.
INSTITUTION African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE 82
NOTE 71p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Persistence; Developing Nations; Dropout Prevention; *Dropouts; Economically Disadvantaged; Elementary Education; Family Characteristics; Foreign Countries; Grade Repetition; *Parent Attitudes; School Holding Power; Socioeconomic Status; Student Attitudes; *Student Motivation; Withdrawal (Education)
IDENTIFIERS Kenya (Nandi)

ABSTRACT

The incidence and causal factors of dropping out of school and grade repetition at the primary school level in the Nandi District of Kenya were examined. The study involved longitudinal analysis of primary school flow from 1976 to 1982 in five representative schools. Data were gathered through questionnaires and interviews with District Education Officers, headmasters, parents and chiefs of the areas studied, school staff members, and pupils. Social and economic backgrounds of the families of dropouts and parents' attitudes toward schooling were extensively explored. Analysis of findings indicated that parental ignorance and disinterest in education, pregnancies, and the low economic status of the family ranked high among the factors responsible for students' dropping out. Other factors included lack of school uniform, early marriages, cost of school fees, migration, lack of discipline, and illness. It is recommended that sex education should be emphasized to prevent girls from dropping out because of early marriage or unwed pregnancy and that parents and the public need to reorient their values and outmoded cultural attitudes. (JD)

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African Studies
in Curriculum Development & Evaluation

ED233018

General Editors: Peter Sachsenmeier
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Sylvester N. Dioh

No. 67

PAUL MARTIN KIPNGETICH KIRUI:

A STUDY OF THE FACTORS THAT INFLUENCE THE INCREASING REPETITION AND DROPOUT RATES IN PRIMARY SCHOOLS IN NANDI DISTRICT OF KENYA

1982

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ASS Project
GTZ, Att. Peter Sachsenmeier
POBox 54815, Nairobi

This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

A STUDY OF THE FACTORS THAT INFLUENCE THE INCREASING REPETITION AND DROP-OUT RATES IN PRIMARY SCHOOLS IN NANDI DISTRICT OF KENYA

BY

PAUL MARTIN KIPNGETICH KIRUI, B.ED.(SCIENCE)

UNIVERSITY OF NAIROBI

SUBMITTED TO THE FACULTY OF EDUCATION OF THE UNIVERSITY OF NAIROBI IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE POST-GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT

UNIVERSITY OF NAIROBI

1982.

ABSTRACT

This paper attempts to examine the extent of repetition and drop-out problems in Nandi District of Kenya. Despite the provision of free education and milk, incidence of wastage still persists in the District.

The method used here examines the incidence and causal factors of drop-out and repetition at grassroots. It is the contention of the paper that drop-out and repetition bear a direct relationship with socio-economic status, attitude and interest or disinterest of pupils and parents in education.
Drop-outs and repeaters, like their parents, are likely to be poor and illiterate and hence will persistently occupy the lower ranks in the country's socio-economic ladder.

DEDICATION

This paper is dedicated to my wife
Alice and son Kiplangat.

ACKNOWLEDGEMENT

Many people have contributed in many ways to the completion of thisstudy. I will however only mention a few of them. Thanks go first to MR. SYLVESTER DIOH and DR. KOFI QUANSAH who took professional interest and advice in the study. MRS. ALICE KIRUI who helped in the data collection. MR. TIMMOTHY K.A. MIBEI and MISS SUSAN M. MURIITHI who helped in reading and typing the manuscripts. Much thanks to the Education Officers in the Education Office, Nandi, the Headmasters and members of staff of the schools sampled.

My gratitude also goes to the African Curriculum Organisation that mounted the course for which this paper constitutes a component. I am also indebted to many lecturers of the University of Nairobi whose inspiration is evidenced in this work. To all those persons and institutions I am greatly indebted.

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CHAPTER ONE

1. INTRODUCTION

Education is an important tool which no country can afford to ignore. Indeed a country whose citizens are illiterate is doomed to slow progress because it has no alternative but to rely on borrowing foreign expertise which in most cases won't be of any big advantage to its indigenous people. It is with that realisation that the Kenya Government in every financial year, sets aside a substantial amount of money - about 35 to 40 percent of the National Budget to the Ministry of Education - to ensure that the young generation is provided with adequate education (Development Plan 1978-1982).

The number of schools that existed before independence was so small that one would wonder if the colonial regime was interested in seeing the indigenous people educated. This is because the rising number of schools established in the country since independence and the enrolment of the pupils and students in those schools show that the local people had the urge for education as a chance which appears to have been denied them for a long time.

"Harambee", which was the brain child and personal motto of the late President Jomo Kenyatta, has played a vital role in education development since independence in this country. It is through Harambee fundraising meetings that a lot of money

has been contributed by the public towards the establishment of new schools and to improve the old ones. The rich and the poor people of this country have channelled a substantial amount of money to the rural areas through Harambee funds drive. That spirit of "pulling together' has indeed achieved a major landmark over the years as evidenced by the number of schools established all over the country after independence.

Like his predecessor, President Daniel arap Moi has shown great love for the children of this country. Since he took over the Presidency of this nation, he has presided over numerous fund-raising meetings most of which were devoted to raising money in aid of schools to ensure that the young generation was provided with good class-rooms and other essential educational amenities.

The Presidential Decree of 1974 introduced free Primary School education from Standards 1 to IV to ensure that children from both poor and rich families had access to education. This gesture and the Presidential Decree of 1978 which introduced a free Milk Scheme Programme to Primary School Pupils show how important education was held by the government.

All these educational developments have added to the ever-swelling educational expenditure. Expenditures on education constitute the largest and often the most rapidly growing component of public expenditure in developing countries (Coombs, 1968). Public expenditure on education has grown at a faster rate than either total public expenditure, public revenue or national income (IBRD, 1977). A more recent analysis for 30 African countries for which data was

available for the period 1960 - 1973, shows that the share of education in the public expenditures of those countries increased on the average from 15 percent to 19 percent (UNESCO, 1976).

That the Kenya Government spends about one third of its total budget on education is true. The education budget has grown more than 100 percent in the past ten years, pushing the net overall increase in educational expenditure to 14.4 percent for the period (Development Plan 1970 - 74, 1974 - 1978). It is estimated that if education continues to grow at the current rate (it now accounts for 40 percent of government recurrent expenditure) then the whole of the government's budget would be taken over by education in a matter of 10 to 15 years (Weekly Review, Nairobi, 1976). This is a clear indication that education is no longer considered only as a social demand which the government is obliged to provide to its people, but an important in-put in the economic development of a country as well.

Moreover, during the 1960_s, it was realised that it was not sufficient to plan and develop education purely for the sake of production of high level manpower. That economic and social development could infact be achieved more by development of various types of education both for the youth and adult population. This was the general feeling and

and strong recommendation of the Kericho Conference in 1967.[1]

In most of the developing countries the greatest expansion in enrolments has occured at the primary school level since it is both the base of the educational pyramid and the level of schooling most accessible to members of the lower socio-economic system (Carnoy, 1971:63). In the last 13 years since Kenya attained independence from Britain and education became more readily accessible to Africans, enrolments at this level have almost tripled (see Development Plans of. 1964-78). These increases have implied the provision of more funds for primary schools and provision of boarding schools in remote areas. Secondly, in 1971, the Government waived school fees for those districts that had been hit hard by drought leading to famine. In 1973, the Government waived fees in ten less developed districts; Isiolo, Marsabit, Lamu, Tana River, Garissa, Wajir, Turkana, Samburu, West Pokot and Mandera. All these measures and others mentioned earlier have been undertaken in an attempt to attract more children to primary education and retain them in school until they attain minimum basic education examinable at Certificate of Primary Education (C.P.E.) level.

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1 Sheffield, J - A report of the Kericho Conference on Education, Employment and Rural Development.

There is no doubt that the Kenya Government has a very impressive record of education development since independence. During this period, enrolment at Std. 1 rose from 84,422 pupils in 1963 to 301,992 pupils in 1976[2]. Enrolment in primary schools rose from 192,733 in 1965 to 956,844 in 1973[3]. Enrollment was unusually high in 1974 because of the Presidential decree abolishing school fees in the first four classes in primary schools. The large increase of enrolment figures that year was due to a large influx of children whose economic status barred them from schooling before the 1974 presidential decree. Most of them had passed school-going age.

While the popular demand for schooling has risen, there is mounting evidence on the one hand that rapid expansion has created a new set of formidable problems - rising unit costs (Coombs, 1968) and "educated" unemployment (Sheffield, 1967, Kinyanjui, 1974) - and on the other hand, has failed either to redistribute incomes (Carnoy, 1973) or result in higher economic growth rates (Stewart, 1976).

The 1971 and 1974 World Bank Education Sector Working Papers (IBRD, 1971, 1974) also laments that as enrolments have expanded, it has become difficult, and often impossible, for educational systems to maintain levels of quality and efficiency. Facilities like classrooms, equipment and teaching materials have not kept pace with the expanding number of pupils.

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2. Ministry of Education Annual Report, 1976

3. Ministry of Education Annual Report, 1978

Teacher training has lagged behind and the qualification and experience of the teaching force have declined. Consequently, there has been a serious manifest gap in organization, planning, evaluation, and supervision needed to meet the challenge of expansion. The documents conclude that the cumulative effect of these factors has been reflected in higher droput and repeater rates.

In a number of developing countries, one quarter of the education budget is spent on pupils who dropout before reaching Grade IV "without having received any lasting benefit from education" IBRD, 1974:5).

In his article entitled "The Foundation of Youth Drop-out"[3] C.K. Mburu says that "in Kenya in 1979, out of the .....

..... 528,300 pupils who did the Certificate of Primary Education (C.P.E.) examination, only 112,200 later enrolled in Form One.

..... 70,300 School Candidates who did the Kenya Certificate of Education (KCE) examination, only 10,300 made it to Form Five.

..... 7,300 students who did the Kenya Advanced Certificate of Education (KACE) examination, only 2,200 subsequently entered the University of Nairobi."

Mburu went on to say that "to give an idea of the drop-out rate over a long period of time consider the following statistics:

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3. Mburu, C.K. The Foundation of Youth Drop-out. Step, 1982 Vol. 4 No.7 pg.5

In 1973, 259,400 people did the CPE examination. Only 55,900 of them made it to the next hurdle; the KCE examination of 1977. In 1978, no more than 7,300 of the previous year's KCE examination candidates were admitted to Form Five classes. This lot did their KACE examination in 1979 and only 2,200 of them are now in the second year at the University of Nairobi. Which means that out of every 120 pupils who did their CPE in 1973, only one (0.8%) is in the University.[3]

C.P.E. leavers who don't go to Form One, and many O-level drop-outs are doomed to "tarmacking" and unskilled labour because they have certificates but no practical skills. Jobs requiring unskilled labour are getting more scarce because industries are using machines which work much more efficiently and are cheaper in the long run than even unskilled manpower.

"During the colonial period", writes Dharam Ghai in his paper, "Toward a National System of Education in Kenya", "one role of the schools was to turn out a body of persons with training in the basic skills of literacy and arithmetic, who would man the middle and lower level openings in the expanding modern sector of the economy. The high level jobs were held by foreigners".

That phase is now gone. Kenya and Africa need to produce men and women who can man the high level jobs effectively; people who can create jobs for themselves and for others. This is another reason for modifying our education system. The fact that one has been through school in itself puts that person at an advantage over one who has not. If you can read, and write, count and substract, potentially, you are

much more useful to the country than a person who cannot do any of these. That makes education important. Education's major purpose should be seen as training an individual in the requirements fundamental to functioning effectively as a citizen. If everyone sought to achieve that in education, instead of going to school in order to get a white-collar job, there would be much less frustration in our country.

Sheffield (1971:23) observes that primary school pupils who either drop-out before the end of the first cycle or who, having finished it, do not enter a secondary school are rising in number throughout Africa. A chronic problem for them is that they are unable either to find jobs, or for lack of places, to be admitted to a secondary school. In Kenya specifically, it is estimated that less than half of those who enter primary school complete their education at that level. And of those who reach the final year (Standard VII), only about a quarter of them go on to secondary school (Raju, 1973:Chapter 6). There are also high repetition rates at virtually all grades in primary schools (Keng 1974).

The magnitude of educational wastage as typified by high repeater and drop-out rates is well documented for African primary schools in a recent UNESCO Statistical report (UNESCO, 1975). African Ministers of Education meeting in Nairobi in 1968 (UNESCO, 1968) and again in Lagos (UNESCO, 1976) described high reptition and high drop-out rates as some of the major educational problems facing the continent today.

But that these educational problems are just as prevalent in the rest of the Third World, is well documented by Coombs (1968:71) who speaks particularly of the drop-out phenomenon in these global terms:-

> "drop-outs are encountered at the primary stage and have been a widespread cause for concern. It is not unusual for at least half the children entering the first grade in one of these countries to leave before the end of the fourth year, without even having acquired permanent literacy. What is worse, most of these early drop-outs are sentenced to join the ranks of permanent adult illitrates at the bottom of the socio-economic heap ....."

The high incidence of repetition and drop-outs is not to be interpreted as a result of educational inefficiency alone. Repetition and early school leaving are a demonstration of a general socio-economic disparity. Moreover, much youth unemployment that has accompanied the enrolments explosion may be leading parents and pupils alike, to question the instrumentality of lower-level education for upward mobility (Nkinyangi; 1977:4).

There is also a noted increasing polarization in access and promotion based on social class. This is seen in the socio-economic profile of drop-outs, repeaters and successful students, and in the fact that middle and upper income groups are practically over-represented in higher education. In some countries, other factors, such as sex, ethnic origin or religion, are seen to play a role which is frequently combined with the effect of income levels.

These inequalities are further aggravated by differences in the quality of teachers, educational facilities and other inputs between schools serving different geographical areas and income groups (IBRD, 1974:33).

As to the drop-out problem, much casual observation exists in the Kenya educational literature as to its socio-economic base. Very limited efforts have been made to verify these claims empirically. This study attempts to establish reasons for drop-out and repetition in order to provide useful information to planners and curriculum developers as to why children consistently leave school prematurely.

As stated earlier, attributes that are considered as disadvantages leading to drop-out are not only aspects of a general pattern of stratification but are a circular statement of what is involved in school withdrawal. A socio-economic disadvantage is the equivalent of educational disadvantage which in turn is conducive to ppor school performance, repetition, disinterest, and even withdrawal. Drop-outs and repeaters have been sited as low achievers, usually below grade level for their ages; are members of low income families in which the parents have low educational attainment.

1.2. THE PROBLEM

One of the basic human rights is education. The Kenya Government, in response to the declaration of Universal free education by 1983, has abolished fees in the first cycle of its educational system. While educational opportunities have continued to expand,

it would appear that an increasing number of pupils have dropped out of school before completing the full primary cycle. And many more still don't see the classroom doors. Ministry of Education reports for 1976 and 1978 give figures on enrolment and repeaters but not much emphasis seems to be placed on finding out exactly how many students drop-out at every level each year. It is generally believed that approximately one third of those who enrol in Standard One class complete Standard Seven. But according to the figures in the Ministry of Education report, out of 195,733 pupils who were enrolled in Standard One in 1965, 88.5% completed the primary education within the required time.[4] This percentage is completely misleading as will be revealed by the research findings. Most studies that have been undertaken on this topic usually put together repeaters and drop-outs simply as wastage at the primary school level.

The result of all this is that there is lack of reliable data on school drop-outs and on the main causes of the drop-out problem. The Ministry of Education roughly estimates the drop-out at 30% but the Ministry also admits that the figures obtained from the field may not be very reliable since the people charged with providing such data may be neither qualified nor committed to providing reliable data.[5]

The Government places a lot of importance on wastage especially in a country like Kenya where resources are very scarce and education has to compete with other

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4. Ministry of Education Report - 1978, pg.
5. Ministry of Education Annual Report - 1973

equally important activities. It is important, therefore, for the government to ensure that generally these scarce recources are utilized in a profitable manner hence the strong emphasis laid on curbing wastage.

The President made a generous gesture by providing free milk and free education in all primary schools in the country in an effort to make education look more attractive. Despite this great gift, many children of school-going age see no reason for going to school. Many of those who start school at all drop-out before reaching Standard Seven. This indicates that education is yet to be understood by many children as an attempt to prepare one for a better future life.

The impact of the abolishing of school fees in all government-financed and aided primary schools, however, may have been countered by the need of some school committees to charge "building fees" to put up additional facilities to cater for the increased numbers. Overcrowding and the effect of these new fees are seen to have resulted in high drop-out in 1974.[6]

The Ministry of Education report of 1973 indicates that the government lays a lot of emphasis on repetition at the expense of drop-out. Yet the latter is more important than the former from both the individual and society's or parents' points of view.[6] Those who repeat one of the classes have a chance of completing the first cycle of the educational system whereas the drop-outs, unless they drop-in, are completely

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6. Ministry of Education, Annual Report, 1974:14, Government Printer, 1974.

lost from the school system. Drop-outs are a complete failure to any school system and the government because they leave school before acquiring any functional literacy.

The cost of education is particularly high at all levels, including the primary school, in relation to the ability of most families to pay for it. We would expect this to be closely related to the phenomena of repetition and drop-out in the primary schools. Raju (1973:49) argues that

> "the difficulty of finding money to pay for the education of sons and daughters is the main cause of the premature withdrawal of pupils from school. This problem affects families especially when the child has to repeat a year ....."

Upward mobility in Kenya is partly determined by the possession of the necessary higher education credentials. The emphasis on certification means that success at each educational level is the basis for selection to the next higher level. The effect of this mechanism is particularly operative in secondary school selection and accounts for repetition in higher grades (Court and Ghai, 1974; King 1974). Repetition in those grades (particularly Standard VII) has been found to result in dramatic improvement, sometimes ranging from 7 - 16 points in the Certificate of Primary Education (CPE) examinations. This has resulted in demonstration effects which have led to increased repetition among less able pupils (King 1974:140). King also argues that repetition in those grades may be a function of secondary school development in the different regions.

Children from more privileged families may have had prior introduction to schooling through nursery schools (More "Socialized" to appreciate the role of schooling) and may be less likely to repeat in lower grades than children from less privileged families. Furthermore different aspirations for children's education and future occupational role may explain differences in educational participation among the parents of different social classes. This for example, may explain differences in participation among the sexes.

In their studies on evaluation of the Kenya education system, Court and Ghai (1974:17) observe that:

> "Fewer girls than boys go to school or work their way up the educational ladder.
> There are fewer places for them and the main reason for this is less pressure from parents to have girls educated.
> This reluctance has little to do with traditional attitudes towards women.
> It is rather that families who cannot easily afford to send both sons and daughters to school reckon that the financial returns to expenditure for girls' education are a good deal smaller than those for boys."

School enrolment patterns indicate that a school girl faces many more obstacles in her academic pursuit as compared to her male counterpart.

With the recent introduction of free education at primary school level, the number of girls enrolling in Standard One is much higher than it has ever been in Kenyan history. But one may ask whether we have sent all our girls to school.

"In 1976, for example, women constituted only 16 percent of all workers in the wage labour force in Kenya. This disparity could largely be attributed to unequal educational opportunities offered to females as compared to males. But what extent can the disparities that originate from education inequalities be blamed for the predicament and how far are the women to blame?"
"Few girls reach University. The percentage of female students at Nairobi University in the 1977 - 1978 academic year was a mere 18 percent. It is not unusual to hear of families where sons are graduates while the daughters never went beyond Form Four or even standard seven".[7]
Who is to blame; the girls themselves or the parents?

Girls have allowed themselves to be handicapped by what is known as the "Sex Role Theory". Under this theory girls are, for example, given dolls to play with while boys are given guns. From those formative years girls are made to believe that they should take lesser challenging roles than boys. Consequently, girls underaspire at school. They choose to be secretaries and nurses while boys are thinking of becoming managers, business executives, and professionals.

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7. OGANA, W. Women's struggles for Education. Daily Nation: Wednesday Magazine: Wednesday July, 1982 pg. 13.

If they chose, girls would go far in their academic pursuit since intellectual superiority is not confined to any sex. In most cases, mental capabilities are more important than physical capabilities in education. One wonders for how long women are going to blame history for their predicament. Instead, every member of our society should be informed of the importance of acquiring a sound education for girls as well as boys. Attitudes need to be changed about educating a girl and mothers can be instrumental in making their daughters to go to school.

We still have a long way to go to attain 100 percent enrolment of girls in primary schools. Child labour for example, greatly interferes with schooling. Quite a number of children join the labour market early in life instead of going to school. The majority of these children are girls. Many girls leave home very early in life to become housemaids. They end up as non-starters in their schooling career.

Quite a number of girls are doomed to early marriage or pre-marital pregnancies which usually mark the end of their academic careers. Yet for many in Kenya, education remains the key to a better future. Furthering education would have given the girls a chance to acquire qualifications or skills enabling them to compete better in the labour market. Consequently, they are forced to take up degrading, low-paying jobs like being house or bar-maids and, at worst, prostitutes. They end up facing a poverty-stricken future which their offspring are also likely to repeat as a result of limitations in education.

In some Kenyan communities, a girl is expected to marry early. After getting married, a woman is expected to adhere to her role as a wife and a mother. Further education and training is either directly or indirectly discouraged.

Voluntary organizations such as the Catholic Church, The Undugu Society, The Church of the Province of Kenya, have launched a massive compaign to retrieve drop-outs who have flooded streets in big cities, and put them together in various centres. They are given some literacy lessons and taught all kinds of skills useful to them and the society in general. Some of these boys and girls end up joining village polytechnics where they further their skills in vocational areas. The Undugu Society is currently running three basic educational schools namely: Mathare, Ngomongo and New Pumwani Primary Schools for drop-outs or youths who are too old to enrol in regular primary schools.

The adult literacy classes by their nature would not attract school drop-outs as they will not be sufficiently motivated.

In an attempt to eradicate illiteracy in the country and reduce all sorts of wastages in education, the government and the Department of Adult Education have mounted a massive literacy compaign. The schools should stop enrolling pupils who drop-out before having acquired functional literacy or else the problem of illiteracy is here to stay. Schools may succeed in this endeavour if the government puts a lot of effort in catering for the drop-outs.

This study will investigate the socio-economic factors that explain the causes of high incidence of repetition and drop-out in primary school in Nandi district of Kenya. It is the intention of the paper to study those family socio-economic attributes which best differentiate between repeaters and non-repeaters, drop-outs and non-drop-outs. Scholastic achievement as one of the factors which influence repetition and drop-out will also be examined.

1.3. OBJECTIVES OF THE STUDY:

1. To find out and study what percentage of pupils enrolled in primary schools complete the primary education within the required time in the Nandi district.

2. To find out and study the incidence of repetition and drop-out in primary schools in the Nandi district of Kenya.

3. To establish and study factors and reasons for repetition and drop-out in the Nandi district of Kenya with a view to recommending measures that could be taken to minimize drop-out and repetition in the Nandi district primary schools.

1.4. SIGNIFICANCE OF THE STUDY

For growth of education it is hoped that if this study is satisfactorily completed, it will indicate some of the factors that have been responsible for the persistent and worrying phenomena of repetition and drop-out of pupils in the primary school system.

Such exposure will ultimately lead to suggestions of measures that could be taken to minimize this inherent problem.

The study may throw some light on the benefactors of the social stratification as it is in Kenya today. It is the contention of this paper that the children of the Western-oriented elite benefit from the present educational allocations.

Many parents are ignorant of the cost of losing a pupil from the school system. The study is expected to show the cost of educating a pupil halfway through the system. Many parents think that it costs the government nothing when a child repeats a class, or drops out of the school system.

The study will further examine the percentage of repetition and drop-out at primary school level in Nandi district. It is expected that the study will show causes of wastage in the Nandi district. It is also hoped that the community will appreciate the importance of education in upward mobility. And, finally, the parents, and indeed the other members of the public, will appreciate the importance of research in revealing things that we always ignore or think are not important.

1.5. JUSTIFICATION OF THE STUDY

Most studies on the causes of repetition and drop-outs have been undertaken in developed countries (Miller, 1964). But these studies cannot so easily be applied in the case of developing countries like Kenya.

For a poor country like Kenya which is already spending large amounts of its public expenditure on education, incidence of high repetition and drop-out rates can be seen as a wastage of scarce national resources. This is a point of major concern among academic and official circles and has been referred to once and again in previous research and official reports (Court and Ghai, 1974; Raju 1973; King,1974; Mutua, 1975). According to Nairobi report of July, 1968,32% of the pupils enrolled in the first year in primary schools in the whole of Africa complete the first six years of their primary education. This is an indication of the unsatisfactory output of our educational system exemplified by enormous wastage at primary school level. This enormous wastage has been attributed to socio-economic factors. Wastage in our education system has had serious constraints on the meagre financial resources.

A drop-out in any educational system would make for excessive unit cost. The government pays the salaries of teachers, for the text-books and exercise books which this pupil uses while in school. If he drops out of the school, he goes away with that money which had been used on him. This is a big loss to the government. As for the repeater, he uses somebody else's share thus reducing the number of pupils who can be given education. Using somebody else's share in educational expenditure means investing more money on one person who may not be really productive to the society in the long run. It is even worse if a repeater drops out of the school system with all the money that has been used on him. Unless the government employs these people, it will find it difficult to retrieve the money lost in educating these drop-outs and repeaters.

This study is, therefore, aimed at providing more information on why the phenomena of early drop-out and repeatition has persisted in primary schools despite the fact that a lot of effort has been made to expand educational facilities and opportunities for all.

CHAPTER TWO

METHODOLOGY

1. Sampling:

Investigation of drop-out and repeatition was conducted in the three constituencies (Divisions) of the Nandi District. In the district, the political and administrative boundaries are incidentally the same. Constituencies were used for this study to get a fairly equal spread of the survey throughout the Nandi District since they adequately give a fair representation of the cross-section of educational set-up. This was done to reduce the chances of sampling schools that were close enough to each other as to affect the degree of generalisation of the findings.

The study involved longitudinal analysis of primary school flow from 1976 to 1982 in five representative schools randomly chosen from the three constituencies.

There are 292 primary schools in Nandi District. Five schools were randomly selected in the following manner. In Aldai constituency there are 110 primary schools hence two schools were randomly samples as compared to Mosop and Tinderet which have got 90 and 85 schools respectively where one school was sampled from each. Care was taken that no school from the same administrative locations were sampled in Aldai. The problem did not occur, and if it had happened a repeatition in sampling would have been done to eliminate the bias.

In the District Headquarters (Kapsabet Urban Council) one school was randomly chosen out of the seven schools since all of them were of the same social stratum.

SCHOOLS SELECTED

Constituency	Division	Location	School
Aldai	Aldai	Kaptumo	Kamarich
"	"	Kapkangani	Kamobo
Mosop	Mosop	Kosirai	Kamonjil
Tinderet	Tinderet	Kilibwoni	Kilibwoni

Tegat Primary school was selected from the headquarters.

2.2. DATA COLLECTING PROCEDURE

As the purpose of this study is to study factors that influence the increasing repetition and drop-out rates in primary schools in Nandi District of Kenya, the data collection was done through questionnaires, interviews with education authorities in the village and at the headquarters. The interviews involved the District Education Officers, the parents and Chiefs of the areas chosen, the headmasters, members of staff, and pupils of the schools sampled.

Because he is in charge of education in the district it was only justified to have a short informal interview with the District Education Officer as to what he thought about the problem of drop-out and repetition in the district. He was asked to cite schools that were notoriously known for drop-out and repetition in the district.

Data on primary school enrolment in the district since 1976 was also collected to be compared with the data collected from the field. And finally the District Education Officer gave

the researcher a letter of introduction to take to sample schools so that the headmasters and members of staff from those schools may cooperate in the exercise.

2.3. ADMINISTRATION

As stated in one of the objectives of the study, incidence of drop-out and repetition have to be monitored in the district. And to do this two sets of registers were collected from every school that was sampled. One set shows the names of pupils who started Standard One in 1976, Standard Two in 1977, Standard Three in 1978, Standard Four in 1979, Standard Five in 1980, Standard Six in 1981, and Standard Seven in 1982. The other set shows the names of those pupils who were similarly in Standard One to Seven from the years 1977 to 1982. The first set of registers were used to monitor progression of pupils from one class to the next from Standard One in 1976 to Standard Seven in 1982. The second set of registers were used to check for those who might have repeated one of the classes the following year in the same school. Standard One register for 1977 for example, was used to check those repeated Standard One pupils from the lot that were in Standard One in 1976. The same was done for the other classes as well.

From the counter checking using registers it was pssible to find out the number of repeaters. Those who did not proceed to the next class the following year and their names were not appearing as repeaters were marked 'unknown'. This group could have either been transferred or dropped out.

The second visit to the selected school was to find out the fate of these 'unknown', and administer the questionnaire.

To find out the fate of these 'unknown' 1982 Standard Six and five classes were used as respondents and informats. These two classes were used because most of them are those pupils who started standard one in 1976. In this 1976 Standard One group an assumption was made to the effect that none of them was a repeater or a drop-in or both. If these pupils did not know the fate or the family background of one of the 'unknown' they would direct the researcher to the proper person from whom the relevant information could be sought.

Family background information like the literacy level of the parents, the economic activities of the family,the standard of education of the elder members of the family, the number of acres of land the family has, and whether or not the family grows any cash crop and/or sells milk to Kenya Cooperative Creameries were given to the researcher by the children from the two classes mentioned above.

If there were any 'unknowns' that the pupils could not identify then the members of staff were to help identify them. Pupils were more reliable in giving unbiased information about their friends as compared to even to the members of staff. Drop-outs and repeaters do not give information about themselves so easily because they are always suspicious of the researcher.

Six copies of questionnaires were administered to every school sampled. The headmaster was to choose the members of staff to fill them. Five education officers at the headquarters of the district were each given a copy of the questionnaire. The researcher third visit to the headquarters was to collect the completed questionnaires ready for analysis. The numbers and percentages of interview and questionnaire respondents are shown in Tables 1 and 11.

Table 1

INTERVIEWER	SAMPLE NUMBER	ACTUALLY INTERVIEWED	% RESPO-NDENT	% NONE RESPON-NDENT
D.E.O.	1	1	100	0
PUPILS	100	80	80	20
PARENTS	20	15	75	25
TEACHERS	50	20	40	60

Many teachers were not interviewed because most of the information about the 'unknowns' were given by pupils. Secondly, the teachers' part was mostly to do with filling up the questionnaires.

Table 11

QUESTIONNAIRES (see also appendix A)

ADMINISTERED TO	SAMPLE NUMBER	ACTUALLY COLLECTED	% RESPO-NDENT	% NON-RESPO-NDENT
D.E.O.	1	1	100	0
A.E.O.'s	4	2	50	50
TEACHERS	30	20	66	34

CHAPTER THREE

DATA ANALYSIS:

After the data was collected through questionnaires and informal interviews, it was processed by hand.

From the interview with the District Education Officer, it became very clear that there were high incidence of drop-out and repetition in the Nandi District. It has been realised that with the introduction of free milk in all primary schools in the country, incidence of drop-outs has been reduced considerably. On 'Milk days' the school attendance is unbelieveably as high as 100 percent.

The Education Officer observed that although there are drop-outs and repeaters in every school there are some particular schools especially in the remote areas of the district which are notoriously known for these kinds of educational wastage. Drop-outs and repeaters are numerous at Cheterwai and the newly settled schemes in general. The reason for this observation is that parents from these areas have vast acreage of land and large heards of cows which these young school drop-outs look after.

Other schools known for drop-outs are Chemalal, Kapsigilai, Chemase, Soba River, Mbogo Valle, Kamasai, Cheptilsuswa, Chepnegoi, Kamungei, Chepterwai, Keben and Chemursoi. Despite all the efforts made by the Ministry of Education in staffing schools and providing milk and other educational incentives, Chemursoi has persistently failed to have a Standard Seven class since its inception several years back.

It was also claimed at the education office that there has been an increase in enrolment figures in schools in general. But there is a clear tendency for the numbers to trickle down from class to class as the pupils climb up the educational ladder. To verify this, statistical data were collected from the Nandi District Education Annual Reports. The tables and figures that follow depict enrolment of boys and girls for the years 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980 and 1981. The 1982 Annual Report was in the process of being compiled at the time of data collection and analysis. 1973 and 1974 data do not show the number of boys and girls enrolled separately.

Table III

ENROLMENT BY CLASS FOR THE YEAR 1973 IN NANDI DISTRICT

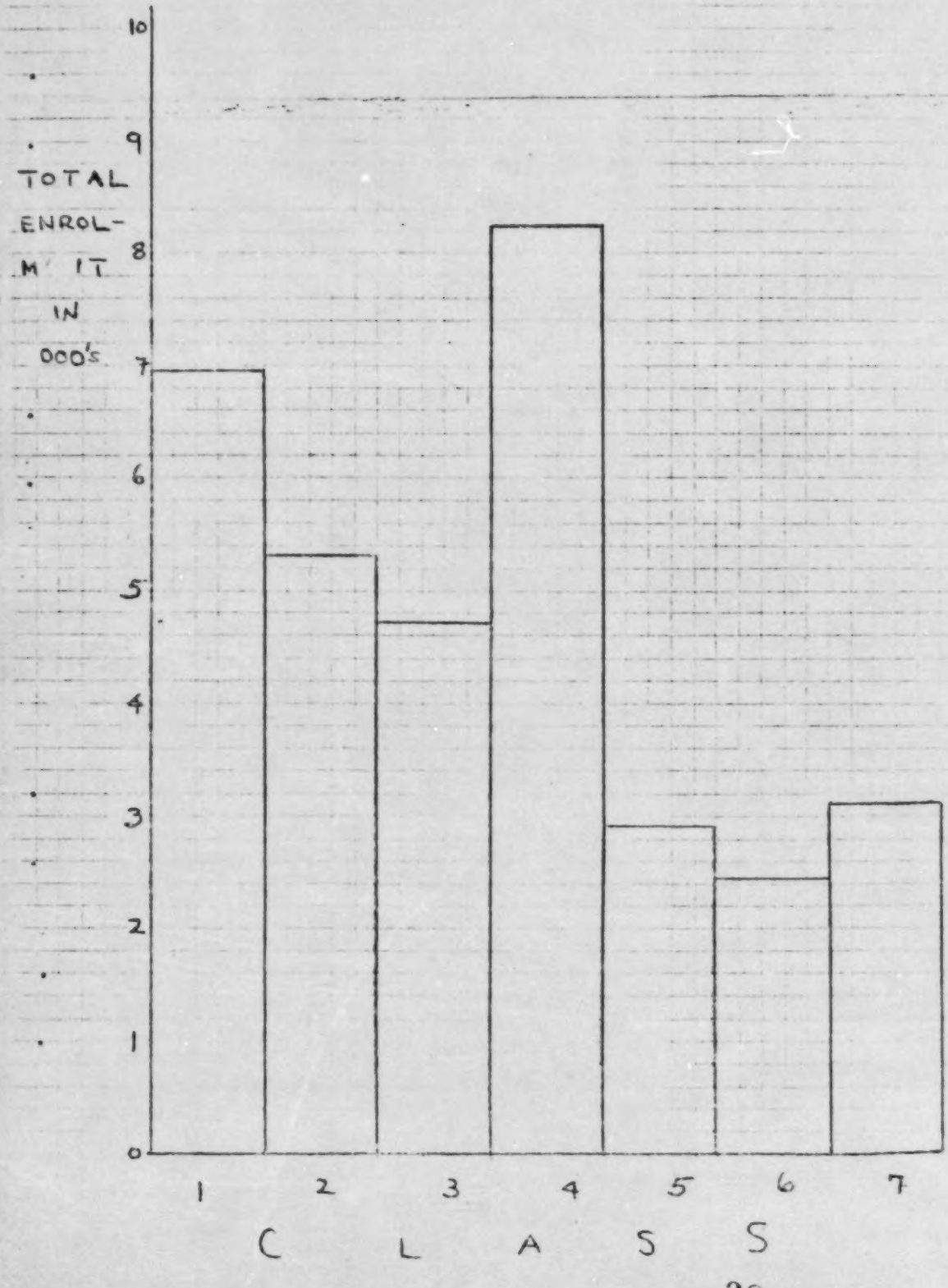
CLASS	1	2	3	4	5	6	7	TOTAL
TOTAL ENROLMENT	6967	5260	4745	8217	2906	2418	3167	33680

Source: Ministry of Basic Education Annual Report for the year 1973.

The figures that follow the tables were constructed to show more clearly the progressive increase as a trend in enrolment figure in primary schools in the Nandi District.

FIGURE 1.

ENROLMENT BY CLASS FOR 1973 IN NANDI DISTRICT



It can be seen from Table III and figure that there was a sudden rise in enrolment figure in Class Four in the year 1974. This observation was attributed to the granting of free primary education upto Class Four. Most of the pupils who had dropped out at Class Three due to financial constraints dropped in.

Table IV:

ENROLMENT BY CLASS FOR THE YEAR I974 IN NANDI DISTRICT

PASS	1	2	3	4	5	6	7	TOTAL
TOTAL ENROLMENT	24365	8965	7008	5016	3395	3327	3219	55295

Source: Ministry of Basic Education, Annual Report for the year 1974 - Nandi District.

Table V:-

ENROLMENT BY CLASS FOR THE YEAR 1975 IN NANDI DISTRICT

CLASS	1	2	3	4	5	6	7	TOTAL
BOYS	9095	8083	4384	3410	2391	2198	2194	31755
GIRLS	8393	8088	4141	2954	1826	1806	1120	28328
TOTAL	17488	16171	8525	6364	4217	4004	3314	60083

Source: Ministry of Basic Education: Nandi District Annual Report for the year 1975.

TABLE VI:

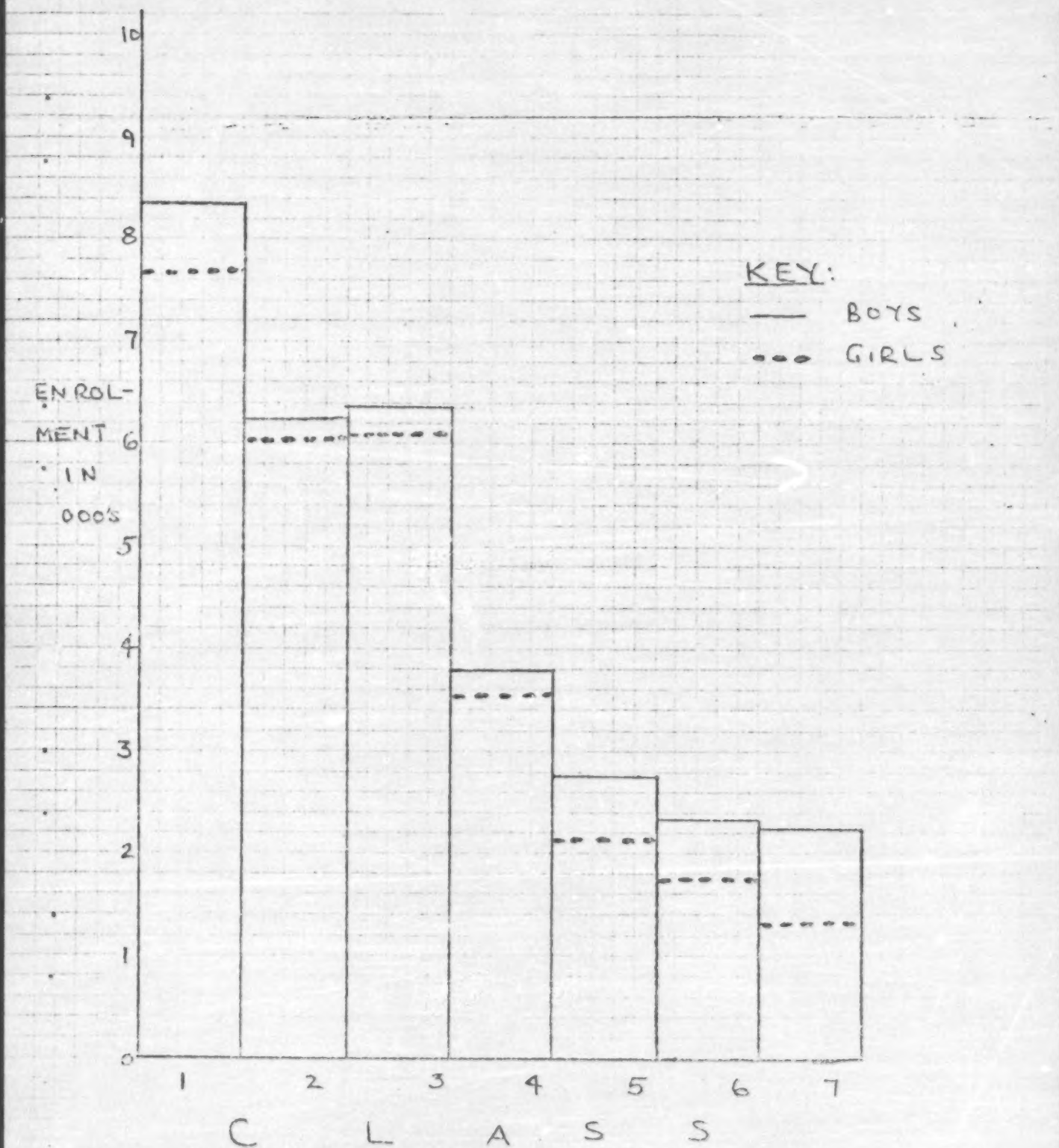
ENROLMENT BY CLASS FOR THE YEAR 1976 IN NANDI DISTRICT

CLASS	1	2	3	4	5	6	7	TOTAL
BOYS	8345	6272	6368	3795	2769	2322	2251	32100
GIRLS	7645	6045	6046	3570	2169	1772	1331	28603
TOTAL	15991	12317	12414	7365	4938	4094	3582	60703

Source: Ministry of Basic Education; Nandi District Annual Report for the year 1976.

FIGURE 2

ENROLMENT FOR BOYS AND GIRLS FOR THE YEAR 197



An examination of Figure 6 shows that there was an increase in Standard Three in 1976 as compared to the previous year. This increase was due to drop-ins and repeaters especially boys.

Table VII

ENROLMENT BY CLASS FOR THE YEAR 1977 IN NANDI DISTRICT

CLASS	1	2	3	4	5	6	7	TOTAL
BOYS	8223	5790	5928	5237	3220	2607	2292	33297
GIRLS	7467	5562	5557	4978	2851	2001	1382	29798
TOTAL	15690	11352	11485	10215	6071	4608	3674	63095

Source: Ministry of Basic Education; Nandi District Annual Report for the year 1977

Table VIII

ENROLMENT BY CLASS FOR THE YEAR 1978 IN NANDI DISTRICT

CLASS	1	2	3	4	5	6	7	TOTAL
BOYS	6896	5251	4871	4620	3833	2597	2404	30474
GIRLS	6381	4883	4751	4471	3538	2173	1394	27591
TOTAL	13277	10134	9622	9091	7371	4770	3798	58063

Source: Ministry of Basic Education; Nandi District Annual Report for the year 1978.

FIGURE 2

ENROLMENT FOR BOYS AND GIRLS BY CLA
FOR THE YEAR 1978 IN NANDI DISTRICT

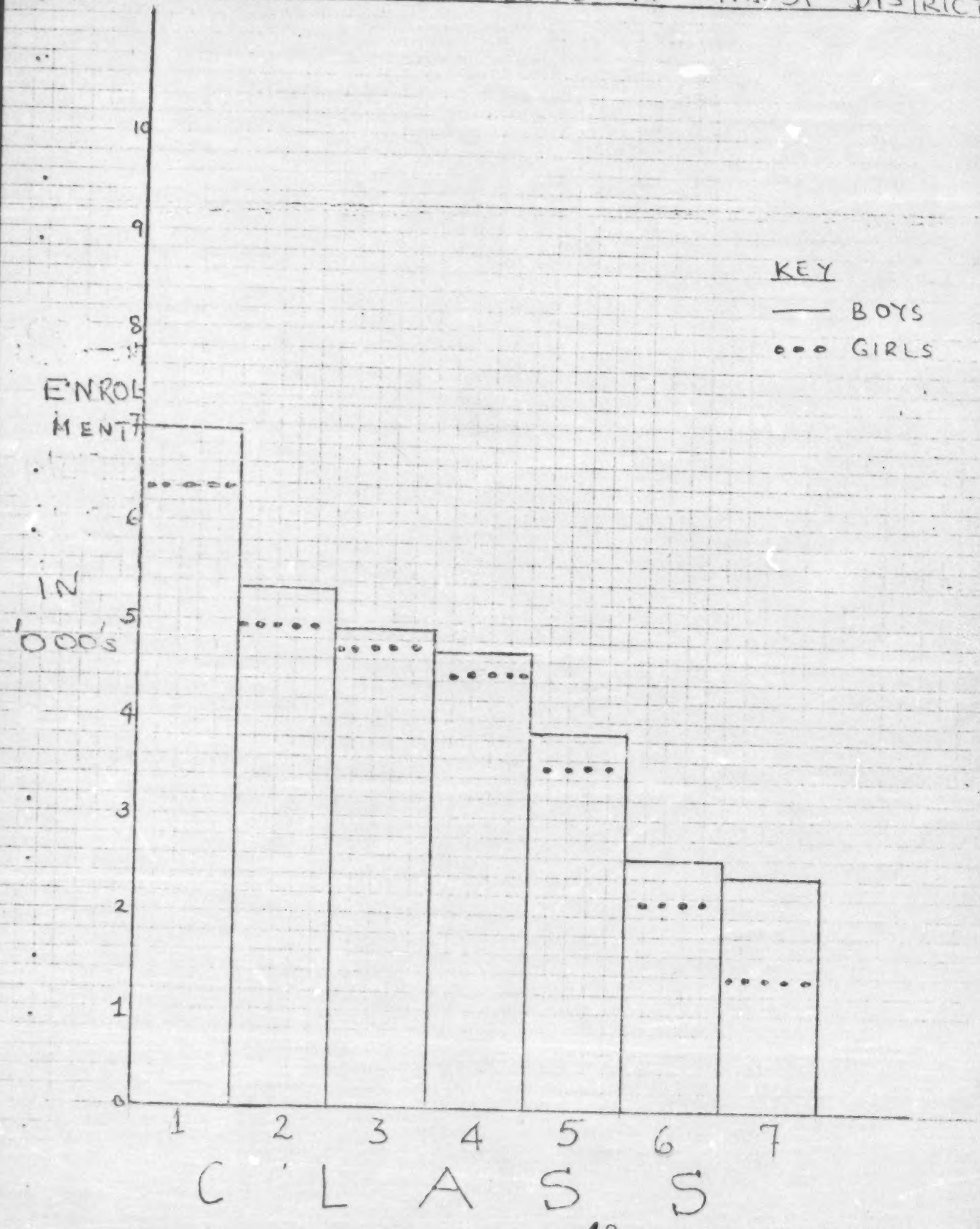


Table IX:

ENROLMENT BY CLASS FOR THE YEAR 1979 IN NANDI DISTRICT

CLASS	1	2	3	4	5	6	7	TOTAL
BOYS	12111	6343	5777	5038	4194	3709	2421	39593
GIRLS	11760	5769	5386	5193	3842	3729	1629	37308
TOTAL	23871	12112	11163	10231	8036	7438	4050	76901

Source: Ministry of Basic Education; Nandi District Annual Report for the year 1979

Table X:

ENROLMENT BY CLASS FOR THE YEAR 1980 IN NANDI DISTRICT

CLASS	1	2	3	4	5	6	7	TOTAL
BOYS	11074	7656	5763	5207	4291	3956	3188	41135
GIRLS	10444	7414	5377	4988	4092	3519	2137	37971
TOTAL	21518	15070	11140	10195	8383	7475	5325	79106

Source: Ministry of Basic, Nandi District Annual Report for the year 1980.

Table XI:

ENROLMENT BY CLASS FOR THE YEAR 1981 IN NANDI DISTRICT

CLASS	1	2	3	4	5	6	7	TOTAL
BOYS	10844	7922	6936	5795	4957	4701	3385	44540
GIRLS	10537	7806	6682	5419	4781	4419	2416	42060
TOTAL	21381	15728	13518	11214	9738	9120	5801	86600

Source: Ministry of Basic Education; Nandi District Annual Report for the year 1981

From the Tables III to XI and the graphs 1 to 3, it can be observed that in any given year the highest enrolment was in Standard One and least was in Standard Seven. Hence there is a general decline in enrolment from Standard One to seven as shown in the graphs.

The exception to this general trend was observed with primary school enrolment in Standard Four and Seven of 1973, Standard Three of 1976 and 1977. The total enrolment in all these cases were unusually high.

The observed increase in enrolment figure in 1973 Standard Seven class may have been due to high incidence of repetition. Repetition may not have been the only reason attributed to high enrolment figures in Standard Four class of 1973. It could also have been due to Presidential directive on "Free" education upto primary Four.

If it is true that from such a directive there is a notable increase in enrolment rates in the class where fees are not paid, then it is only logical to conclude that economic factors bar many children from continuing with their education. This is so because when the burden of paying fees is eased there is corresponding increase in enrolment rates in those classes where school fees are not paid.

The 1976 and 1977 large numbers of children were enrolled in Standard Three as compared to Standard Two. This unusually high enrolment figures in this class could have been due to drop-ins and repeaters majority of whom were boys. It was largely due to repeaters because there was a corresponding drastic drop in enrolment figures for Standard Four the same year, 1976. Most of the children who could have been in this class repeated Standard Three.

To comprehend changes in enrolment figures, it is appropriate to follow a particular class over a period of seven years when this particular class was supposed to have completed the first cycle of the educational system. (See Table XII).

TABLE XII: ENROLMENT FIGURES OF 1973 STANDARD ONE OVER A PERIOD OF SEVEN YEARS

YEAR	CLASS	BOYS	GIRLS	TOTAL
1973	1	-	-	6967
1974	2	-	-	8965
1975	3	4384	4141	8525
1976	4	3795	3570	7365
1977	5	3220	2851	6071
1978	6	2597	2173	4770
1979	7	2421	1629	4050

The 1973 Standard One enrolment figure of 6967 increased to 8967 in 1974 when this particular class was supposed to be in class Two. In the first place this increase of 29 percent in enrolment figures is misleading

because it assumes that all those who were enrolled in 1973 Standard One class proceeded on to Standard Two in 1974. This in fact, is not truly the case. There are some who might have repeated Standard One. The rate of repetition is so high that if this were accounted for the percentage increase might have gone up tremendously. The calculated percentage represents those who are repeaters, drop-ins and those who came on transfer from other schools.

Secondly, out of the original enrolment figure that started schooling in 1973. 42% did not complete the first cycle of educational system at the right time. This figure assumes that there were no repeaters at least in Standard Seven in 1979. And also that there were no drop-ins and none came on transfer from other schools.

Table XIII: ENROLMENT FIGURES OF 1975 STANDARD ONE OVER A PERIOD OF SEVEN YEARS

YEAR	CLASS	BOYS	GIRLS	TOTAL
1975	1	9095	8393	13488
1976	2	6272	6045	12414
1977	3	5928	5557	11485
1978	4	4620	4471	9091
1979	5	4194	3842	8036
1980	6	3956	3519	7475
1981	7	3385	2416	5801

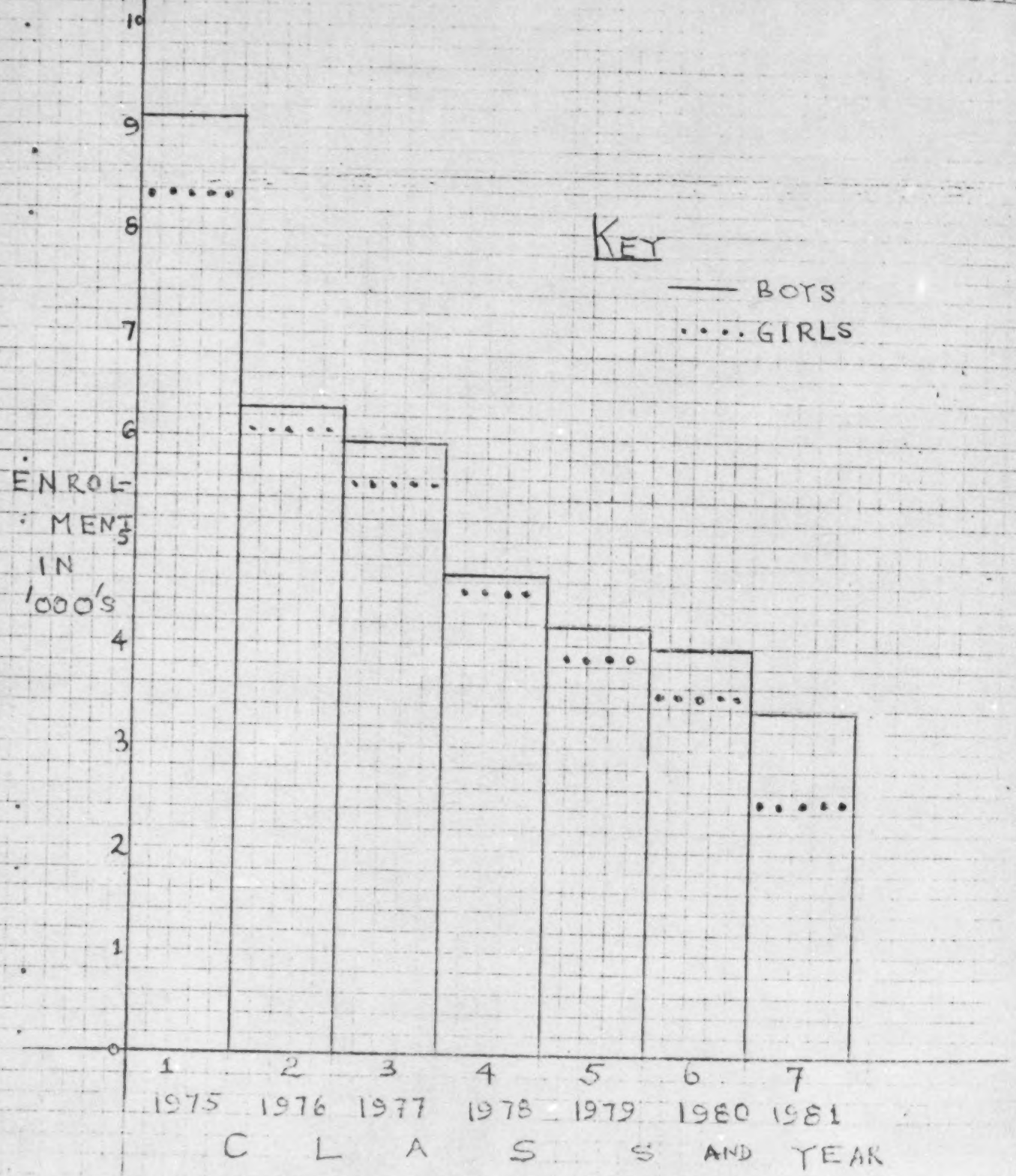
The above data on enrolment show that there was a general decline in the number of children enrolled year after year as they proceeded from one class to the next. This observed decrease could be due to repetition, drop-out and/or transfers. But as for now the decrease may be attributed to drop-out because there were no indications of repeaters or transfers.

Out of the total enrolment of 17488 in 1975, only a meagre 33% managed to complete the first cycle of Kenya educational system at the required time. 63% of the original number of boys enrolled in 1975, and 71% of the girls did not complete the cycle at the required time. The assumptions made here are that there were no drop-ins, no repeaters, and none came on transfer. If there were a factor for correcting these errors (repetition, transfers, drop-ins) then a smaller percentage would be realized for those who completed the first cycle at the required time.

The graph below is to facilitate understanding the trends in enrolment of a class that started schooling in 1975 and expected to complete the first cycle of education in 1981.
The figures have been collected from tables on Annual Reports for the years 1975 to 1981.

FIGURE 4

ENROLMENT OF A 1975 STANDARD ONE CLASS OVER A PERIOD OF SEVEN YE



Like many other graphs on enrolment, Figure 4 shows that there is a decrease in the number of children enrolled as they proceeded from one class to the next. Out of the original number enrolled in Standard One, 31% and 28% of boys and girls respectively, either repeated that class or dropped out at the end of that year. 31% of the girls enrolled in Standard Six, and 17% of the boys either repeated or dropped out of the school system at the end of the year 1980. Generally, more boys than girls drop-out or repeat at the early years of schooling but the opposite is true for both sexes at the later years of primary education; more girls than boys either repeat or drop-out of school. This trend was supported by data collected from the field and presented in the Tables that follow.

The tables that will follow here will give the data in raw figures and then analysis will follow. The tables depict incidence of repitition, drop-outs, transfers and the general trends in enrolment in different classes in the specified primary schools in the Nandi district. Special attention will be paid to that group of pupils who enrolled in Standard One in 1976 and expected to complete their primary education in 1982. Total enrolment in class includes 1976 Standard One class, repeaters, drop-ins, and those who came on transfer.

Table XIV:

ENROLMENT FIGURES FROM KAMONJIL PRIMARY SCHOOL IN THE YEARS 1976 - 1982

YEAR	CLASS	TOTAL ENROLMENT IN CLASS		ENROLMENT & RATE OF 1976 STD. ONE CLASS									
				ENROLMENT			REPEATED		DROPPED OUT		TRANSFERRED		
		B	G	B	G	TOTAL	B	G	B	G	B	G	
1976	1	20	23	20	23	46	7	3	2	2	1	1	
1977	2	12	22	10	17	27	4	10	1	-	-	-	
1978	3			4	7	11	2		3	-	-	-	
1979	4	20	30	2	4	6	-	1	-	-	-	-	
1980	5	9	22	2	2	5	-	2	-	-	-	-	
1981	6	27	22	2	2	4	-	1	-	-	-	-	
1982	7	21	13	2	0	2							
TOTAL		109	132	42	56	101	13	20	3	2	2	1	

KEY: B stands for Boys and G for Girls

Out of the 5 pupils who dropped out in Standard One and Two, 2 of them dropped in. The reason given for their dropping out was illness. The parents of one of them were illitrate while those of the other were semi-illiterate (Standard 7), and had less than 6 acres of land each. They depend on these acres for livelihood

Table XV:

ENROLMENT FIGURES FROM KILIBWONI PRIMARY SCHOOL IN THE YEAR 1976 - 1982

YEAR	CLASS	TOTAL ENROLMENT IN CLASS		ENROLMENT & RATE OF THE 1976 STD.ONE CLASS							
				ENROLMENT		REPEATED		DROPPED OUT		TRANSFERRED	
		B	G	B	G	B	G	B	G	B	G
1976	1	54	38	54	38	12	11				
1977	2	2									
1978	3	24	33	10	7	4	3	1	2	-	-
1979	4	23	33	5	2	3	1	-	-	-	
1980	5	22	30	2	1	1	1		1	-	-
1981	6	21	18	1	0	0	-	-	-	-	-
1982	7	14	7	1	0	-	-	-	-	-	-
TOTAL		158	159	79	48	20	16	1	3		

Key: B stands for Boys and G for Girls.

Two girls of the total group of drop-outs dropped in. One of them said that lack of uniforms was responsible for her drop-out. She was not very healthy as well. The other one had dropped-out so as to look after the young baby when her mother felt sick. The parents of the child who did not have uniform were illiterate and had 6 acres of land which they depend on for food and other financial requirements. The parents of the other girl were literate. Her father was actually a primary school teacher. They also have 4 acres of land on which they rear a few cows for milk.

Table XVII:

ENROLMENT FIGURES FROM KARAICH PRIMARY SCHOOL IN THE YEARS 1976-1982

YEAR	CLASS	TOTAL ENROLMENT IN CLASS		ENROLMENT & RATE OF THE 1976 STD.ONE CLASS							
				ENROLMENT		REPEATED		DROPPED OUT		TRANSFERRED	
		B	G	B	G	B	G	B	G	B	G
1976	1	27	29	27	29	13	13	4	1	2	-
1977	2	14	20	8	15	2	0	1	1	-	5
1978	3	18	29	5	9	2	6	-	-	1	-
1979	4	17	18	2	3	1	-	1	-	-	-
1980	5	10	16	0	3	-	-	-	-	-	-
1981	6	14	20	0	3	-	3	-	-	-	-
1982	7	12	7	0	0	-	-	-	-	-	-
TOTAL		112	139	42	62	18	22	6	2	3	5

Key: B stands for Boys and G for Girs.

Table XVIII

ENROLMENT FIGURES FROM TEGAR PRIMARY SCHOOL IN THE YEARS 1976 - 1982

YEAR	CLASS	TOTAL ENROLMENT IN CLASS		ENROLMENT & RATE OF THE 1976 STD.ONE CLASS							
				ENROLMENT		REPEATED		DROPPED OUT		TRANSFERRED	
		B	G	B	G	B	G	B	G	B	G
1976	1										
1977	2	42	40	42	40	15	9	8	6	6	5
1978	3	26	47	13	20	7	6	-	-	1	-
1979	4	18	37	5	14	4	10	-	-	-	-
1980	5	13	22	1	3	-	2	-	-	-	-
1981	6	15	31	1	1	-	-	-	-	-	-
1982	7	29	21	1	-	-	-	-	-	-	-
TOTAL		143	198	63	78	26	28	8	6	7	5

Key: B stands for Boys and G for Girls.

Table XIX:

ENROLMENT FIGURES FROM KAMOBO PRIMARY SCHOOL

IN THE YEARS 1976 - 1982

YEAR	CLASS	TOTAL ENROLMENT IN CLASS		ENROLMENT & RATE OF THE 1976 STD.ONE CLASS							
				ENROLMENT		REPEATED		DROPPED OUT		TRANSFERRED	
		B	G	B	G	B	G	B	G	B	G
1976	1	78	87	78	87						
1977	2	45	50	16	26	5	4	5	6	4	6
1978	3										
1979	4	56	51	2	10	-	-	1	-	-	1
1980	5	49	46	1	9	-	2	-	-	1	4
1981	6	46	43	0	3	-	2	-	-	-	-
1982	7	45	26	0	1						
TOTAL		419	303	97	136	5	8	6	6	5	11

KEY: B stands for Boys and G for Girls.

From the figures in Tables XIV to XIX above it is seen that there is a general progressive decrease in enrolment figures from one class to the next starting from Standard One. But this trend is intermittently interrupted in Standard Three and Six where enrolments are unusually high. This is due to the repetition of pupils who were in those classes the previous year.

In the case of Standard Three repetition may be due to change of medium of instruction in the next class (Standard Four)

In lower primary, standard One to Three the medium of instruction is vernacular in rural areas and Kiswahili in heterogenous urban communities. In the upper primary English is the medium of instruction. The use of English as medium of instruction scare many children especially the rural ones.

In the upper primary, children go to school for afternoon lessons. Many families would like their children to help them look after cows (boys especially), young sisters and brothers and fetch firewood and water in the case of girls. For this reason many rural parents ask their children to repeat Standard Three.

Usually high enrolment figures in Standard Six is due to marking time in preparation and to gain confidence in tackling the frightening C.P.E. examination the following year.

Two pupils who did very well in the end-year examinations in Standard Six did not proceed to Standard Seven the following year for no particular reason at all. They simply had no confidence in their academic performances.

Table XX below shows the percentage of boys and girls who complete standards 4 and 7 within the required time.

Table XX:

THE PERCENTAGE OF BOYS & GIRLS WHO COMPLETED STD.4&7 WITHIN THE REQUIRED TIME IN THE SCHOOLS SAMPLED

CLASS AND PERCENTAGES

SCHOOL	4TH		7TH	
	BOYS	GIRLS	BOYS	GIRLS
KAMOBO	2.5%	11.5%	0%	1.2%
KAMONJIL	10%	17.4%	10%	0%
TEGAT	2.3%	7.5%	2.33%	0%
KAMARICH	7.4%	10.3%	0%	0%
KILIBWONI	9.1%	5.2%	1.8%	0%

From the table above it can be observed that a higher percentage of girls than boys completed lower primary school. On the other hand the reverse is true about the upper primary school where a higher percentage of boys than girls completed school.

The reason underlying the above observations has to do with the question of the psychology of the youth. Young boys are generally adventurous and feel secure without going to school. Girls of the same age feel more secure in going to school. At upper primary girls have attained marriageable age according to the traditional standards, and some of them get married while others drop-out of school because of premarital pregnancies.

Fewer children in urban and sub-urban schools, for example, Teag and Kamobo, reached Standard Four compared to the rural schools. This is partly due to the movement of the working class of people from one town to another. Furthermore, many children in town belong to the poor casual workers in all sectors of the economy. Rural communities, on the other land, are established and migration is not as often as that of the working class people.

From Table XX, it is eminent that wastage is great. This table lumped together all aspects of wastage. Table XXI is an effort to establish what percentage of wastage is due to drop-out, repetition and transfer in 3 of the schools that were sampled.

Kamobo and Kilibwoni primary schools are not included here because records wastage due to drop-out, repetition and transfer were not available for analysis.

Table XXI

THE PERCENTAGE OF WASTAGE DUE TO DROP-OUT, REPETITION AND TRANSFER

WASTAGE	DROPOUT		REPETITION		TRANSFER	
SCHOOLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GRILS
KAMONJIL	15%	8.7%	65%	87.5%	10%	4.4.%
TEGAT	18.64%	15%	60.58%	70%	16.3%	15%
KAMARICH	22.2%	6.83%	66.6%	75.5%	11.1%	17.2%

As stated earlier, a higher percentage of boys drop-out of school at lower primary than girls. But it is also true that, in absolute terms, a higher percentage of boys drop-out of primary school than girls (refer to table XXI)

A higher percentage of girls repeat school as compared to boys. These observations may be attributed to the kind of society one comes from. Traditional societies are permissive and allow boys to be influenced by their friends so much so that some of them leave school and get employed as "turn boys" and "Manambas" and parking boys. Girls on the other hand, rarely leave home because of lack of security. Many girls, if they do not qualify to go to secondary school and even before attempting CPE, would repeat primary school a number of times, in the hope of securing a husband. At least this is true in the Nandi district, and indeed, in many other districts of Kenya.

Each pupil in primary school is entitled to shs.21/= for equipment only per year. In the three schools where figures on drop-outs and repeaters were available the amount of wastage were calculated. There were 27 drop-outs, 127 repeaters in this particular class of 1976. The amount of money which the government had lost due to drop-outs is shs. 567/= and shs. 2,667/= due to repetition. We are assuming that none of these pupils repeated more than once, and that those who went on transfer to other schools did not repeat or drop out of school. If there is such a great loss to the government in only three schools, how much more is lost in the whole district, and indeed the whole country where wastage exist? In the case of Kenya where free milk is provided by the government to pupils twice a week, the amount of wastage is enormous.

According to the spontaneous interview with the pupils from the schools sampled drop-out is due to early marriage and premarital pregnancies of girls, school uniform, sickness, cultural aspects, lack of interest in academic endeavour on the part of parents and pupils in that order of importance. Other aspects cited as factors contributing to drop-out include parental death and separation, employment and legitimacy of the young children.

Analysis of the questionnaires administred show that parental ignorance and disinterest in education, preganancies, and economic status of the parents rank high among the factors responsible for drop-out. School uniform, early marriages, school fees in other institutions of higher learning, migration, indisciplined children, sickness, over age in that order are other factors responsible for dropout.

Among our subjects the 1976 standard one class, early marriages or premarial pregnancies were not cited as factors of dropout. As is seen in the repetition and dropout incidence most of these girls are still at the lower classes marking time. By the time they are in Standards V, VI and VII they have attained the marriageable age.

It was observed that the economic status and literacy level of the parents of the dropouts are low. Most of them never saw the inside of the classroom, have few acreage of land and/or run small business like selling vegetables or groundnuts. All in all poverty is responsible for dropout in primary schools in Nandi district.

The outcome of questionnaires as concerns repetitions and drop-out are attributed to the following factors which are interrelated. Above the most important is academic performance for proceeding to the next class: minimum pass mark must be attained. The failure to receive the required standard could be due to absenteeism, sickness and school fees. Certain cultural aspects imparted to young circumcized boys conflict with the discipline set-up of a school. A particular case can be noted in the Nandi tradition. In this tradition it is a taboo for a woman to cain a circumsized boy. In this particular instance, a boy would either drop-out or repaeat than go to a class being taught by a woman.

Parents somtimes intervene in requesting that their children be repeated perhaps because they feel their children are under age. Other factors are lack of school uniform and pregnancy which play a part in these aspects of repetition and drop-out. When girls get pregnant they leave school without any notice but reappear later after delivering under the protext that they had been sick. In the research there was only one such case. There are other cases too where headmasters and teachers would recommend that some pupils repeat their class because of low performance.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

As pertains to educational development Kenya has made a commendable stride. The pace in which the country is trying to achieve Universal Free Education and adult literacy by 1983 has been accelerated by the provision of free education and milk by the government to all primary school pupils in the country. But these great efforts have been limited by enormous wastage in the country's educational systems.

Factors responsible for dropout and repitition are premarital pregnancies, early marriage, lack of interest and ignorance on the part of parents of what part education plays in national development. Critical examination of the background of the dropouts and repititions reveals that they came from poor families. They are likely to remain poor also. It has been noted that the dropouts and repeaters come from large families. Poor families have remained large because they are poor. The rich prefer using their time to earn money, develop skills and enjoy leisure rather than raising big families, and this is especially true of the women. In addition rich parents prefer better educated, better fed and healthier children and this usually means fewer children unless one is very rich.

It is strongly recommended that school girls should be exposed to consequences of early marriage and premarital preganancies. Just being a wife and mother only denies one the leisure one should enjoy.

Monotony of repeating classes is partly responsible for preganancy among girls. By repeating the same class a number of times, girls eventually attain marriageable age, and in such cases girls easily dropout of school at any opportune time before the completion of school.

It has been argued that Sex Education should be emphasised in primary schools to curb high incidences of pregnancies. But Sex Education in a narrow sense is a very risky, as it might be said that little knowledge is dangerous. Sex Education should be introduced in such manner as to encompasses all the aspects of social discipline. It should not be treated just as a subject but should be instilled in the young people by the teachers, parents and society as a whole for it to be meaningful.

Experimenting and over-confidence in the modern contraceptives without the basic moral teaching can be quite dangerous to the young children. Some quarters argue that if contraceptives are introduced as part of Sex Education in primary schools it may license girls to have sex. But it is important that the poor old women who are still having children should be introduced to these methods of family planning. High fertility rates and low ages of marriage in Nandi District, and in Kenya as a whole, is partly responsible for population explosion. This results in higher population growth rate as compared to national economic growth rate. This would in turn affect economic development. But once high level of development has been achieved fertility always falls.

Population policies should be undertaken mainly for economic reasons although all the benefits of family planning are not strictly economic. The health of women and children is improved by family planning, and much abortion can be avoided. When the population grows slowly less investment is needed in absolute terms, and less saving is needed and more can be consumed.

Human resources can also be developed more effectively. What is important is the effect of growing population on the development of all social services and of course on education? The result is that the Government has got to cater for more needs. Unfortunately the economic growth rate does not guarantee for proportionate increase in the Government revenue to meet the demands due to high rate of population growth. Ultimately, bills of expenditure on education (primary and secondary) must be affected. The consequences being that less and less is spent on each child or fewer are enrolled.

Tribal clashes, for example 1981 clash between Nandi and Luhya tribesmen, are responsible for mass transfer of pupils in primary schools along the common border. This kind of relationship is bound to affect education additing to wastage directly or indirectly.

Parents and the public in general need to reorientate their values and attitudes toward the need to enable the youth to acquire a more balanced educational development. Children are strongly influenced by the attitudes, habits and other activities of their parents.

It is recommended that parents through Adult Literacy classes should be shown the importance of ethical values of a society. They will then be in a position to impart the right attitude about studies to their children.

The "Laibon" families in Nandi dsitrict are still persistent and socially honoured. Children from these families are never touched or beaten on the head lest they lose the wisdom of laibonism. For this reason most of them don't go to school in fear of being beaten on the head. Although the daughters know nothing of laibonism, they never go to school. It is strongly recommended that parents in Nandi district in general should be exposed to the consequences of holding on those olden culture. Some of these cultural aspects don't hold any water in the modern times. Laibonism for example should done away with so that children may be sent to school and help in economic development of the nation.

APPENDIX A:

QUESTIONNAIRE ON FACTORS THAT DETERMINE HIGH INCIDENCE OF DROP-OUTS, REPETITION AND TRANSFERS IN PRIMARY SCHOOLS IN THE NANDI DISTRICT OF KENYA

NOTE:

1. DON NOT WRITE YOUR NAME ANYWHERE ON THIS QUESIONNAIRE

2. ANSWER ALL QUESTIONS FREELY AND TO THE BEST OF YOUR KNOWLEDGE

3. ANY INFOMRATION GIVEN WILL BE TREATED VERY CONFIDENTIALLY

1. WHat are the common reasons for dropping-out of school among primary school pupils in Nandi District?

1. 1.
   2.
   3.
   4.
   5.
   6.
   7.

2. What are the reasons for repitition in primary school?
   1.
   2.
   3.
   4.
   5.
   6.
   7.

3. What are the reasons for transfer in primary school?

   1.
   2.
   3.
   4.
   5.
   6.

4. For what reasons do pupils after dropping out of school come back (Drop-in)?

   1.
   2.
   3.
   4.
   5.
   6.

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